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# LETTER

To his GRACE the ~~100. s. f.~~  
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## LORD ARCHBISHOP

OF

## CANTERBURY;

CONTAINING, A

## PROPOSAL

FOR THE

## IMPROVEMENT

OF

## LATIN SCHOOLS.

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Д Е Т Е Й

To the GRACIOUS

WORD ARCHBISHOP

С А Т Е Я Н І І

CONCLUDING

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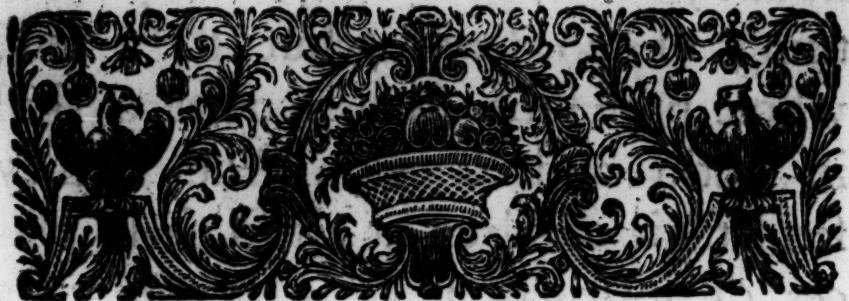
LATIN SCHOOLS

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ENDOMON:

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the Royal privilege.

MDCCLXVII.



My L o R D,

O F late years a Grammar school has laboured under great disgrace. Frequent and from every quarter are complaints of disappointment from this part of education. In conversation it is often a point of debate, whether it be proper for youth in general. The gentlemen of business are no longer in  
A doubt;

doubt ; these give it quite up as a thing of no service, but to a few, whose profession shall require a skill in Latin and Greek. And if they send their children at all to these places of instruction, it is because they know not what else to do with them to a certain age. Many also fall in with a modern plan of education, I mean a French school, a scheme that looks plausible, and now takes so well, that our teachers of Latin must either make vigorous efforts for the recovery of their lost credit, or soon shut up their doors, if they are not disposed to do, what some have already, i. e. strike in with the humour of the times, and educate in both ways.

The quartel these gentlemen have with the old method is, that a boy must drudge at it seven or eight years, from the age of seven to fourteen or fifteen, without reaping much advantage, none that can be esteemed a fui-table return for so great labour and ex-pence. In all this time, it is noto-  
rious,

rious, say they, that the generality never pass the rudiments of Greek, that in Latin, and in which they have been all along employed, they make so trifling a progress, that the instruction seems to be thrown away, that of Grammar itself they have notions too confused and imperfect to be of any account ; and what is surprising, are scarce improved at all in English ; for they understand, spell, read and write it worse than their sister, who has been all along in the nursery with no other tutor, than her Mamma.

Severe as the censure may seem, it daily falls upon our Grammar schools. In vain too do those, that still remain friends of this branch of education, labour to take it off. It is a judgment, that has been formed upon experience ; therefore is it pronounced without scruple ; nor will less proof avail to wipe off the stain. The scholar may talk of the fine exercise it is for our youth to learn these languages,

and prove it to be the best cultivation of their minds, the merchant is unaffected, and still insists, that a boy designed for business seldom is the better for it. And it is, my LORD, with the utmost concern, that one is obliged in a great measure to confess the justice of this severe charge. Nor is there a doubt of having the concurrence of our whole profession. These too are perhaps the best judges of the matter, whose business it is to receive youth directly out of the hands of a Latin master, and on these several accounts. Some are put under their care, after they have gone through the discipline of a school, that they may go more fully prepared to an university: Others, whose parents are averse to a college, are to have amends in some measure made for the want of it, who therefore require a tutor, to help their judgment, to form their taste, and make them perfect in those languages and books, which they before read too superficially, and too much in the mode of parrots, notwithstanding-

notwithstanding they be seven or eighteen years old. Others again are to gain the qualifications requisite for trade, the sea, the army, &c. and in the mean time are to proceed in their Latin and Greek literature.

The last class of learners fall under our present notice. They usually leave school under fifteen, and we find 'em generally in the wretched condition before noted, without being much improved. And yet it is certain, that every boy, who shall have been taught in Latin but a year or two, must at least possess the following advantages. He will read English more masterly, spell it more correct, and have so much insight into Grammar as will enable him to guard against most errors in his English, and prepare him to learn with more ease French, or any other modern language, that he shall hereafter stand in need of.

" But,

“ But if things are in this unto-  
“ ward state, sure the nation has  
“ been strangely infatuated ; or will  
“ you say, that our Latin schools are  
“ of late grown very corrupt.” The  
ordinary practice, and which has long  
prevailed, is without question very ill  
adapted to a boy, that is intended for  
business, but the evil of it was not  
formerly so glaring. He used to stay  
at school, a year or two later, than  
he now does. This last year was also  
of real advantage. It might be justly  
called his harvest. For the master  
begins now to look upon him, as a  
thing fit to be talked to, reasoned  
with, and let into some useful Know-  
ledge. Hitherto he has learnt little  
more than words, and an infinite  
number of rules, that by an idle sort  
of diligence have been imprinted on  
his memory, and which he never came  
to apprehend, and which, in respect  
of those, who are deprived of this last  
year of instruction, serve only to give  
a surfeit of Latin, and an aversion to  
every

every kind of learning, from their having been so long plagued with what could be to them no better than *Nonsense and Jargon.*

Under these circumstances one cannot wonder, that a French school meets with so great encouragement. There is no other refuge for a disappointed father to fly to. And did it really prove a remedy for the evil, one would chearfully congratulate his good fortune. But alas! it is by no means so. How much soever it may be our interest to fall in with this novel humour, in justice one must say, that the change is rather for the worse. The great mischief of these French tutors is, that every thing is learnt by rote, and a boy is seldom put to the trouble of thinking, or reflecting; and when his mind has been so many years permitted to run loose, none but they, on whom the task falls, are able to conceive how difficult a thing it is to break it to a moderate attention.

tion. It is harder to do it at fifteen, than at five or six.

In this respect the Latin have advantage over the French schools. In the former, he must have been very unfortunate in the choice of his master (not but we find it sometimes his case) if he is not obliged to employ care and thought in his exercises, notwithstanding it may avail him but little towards surmounting his difficulties, as it is too often his lot to make brick without straw. However such a constant obligation to think, cast about, and recollect himself, let it be directed to objects ever so trifling, and insignificant, is of so great importance to young people, that nothing can afterwards make amends for a want of such early habit; and on this single account it were a thing very desirable, that every father would cause his son to be taught, the moment he is able to learn, the game at chess; to which that of draughts is an easy introduction.

In

In this particular our young Frenchman is a great sufferer. "But he talks and writes French, a living language, and necessary in his business". He can talk, it is true, some common things in the language, just so much as he has learnt by heart, or caught by the ear, and all this, it is great odds, with a wretched accent. For there are scarce one in ten of our French masters in the kingdom, but who speak very ill. Moreover, as his whole stock of French wholly depends upon memory, and for want of a solid foundation, he cannot advance a step farther than he has been lead by the hand, he will not in all probability preserve any of it long enough to serve him in business.—As to his writing French few of these can boast; out of numbers I never found one, that could do it to any good purpose, and yet they have been several years at it. The truth is, his master is not able to teach him, unless he understands our language

better than any of his countrymen, that have made Grammars. In a main point, the moods and tenses, they are insufficient guides to a learner. Their Grammars are a clear proof of it. Nor can one much wonder at some of their mistakes; it is our Latin ones, that are in this part strangely perplexed and incorrect, which have betrayed them, as well as the publishers of other Grammars for the modern languages, that are of a very different genius from our own, the Italian and Spanish in particular.

Such is the lot of youth, that at fifteen come to us in order to be qualified for business to the great mortification of their parents, when they are made sensible of it. For notwithstanding there are Latin masters, who merit greatly both in point of care and abilities, these are few in comparison of those, who are by no means equal to their duty. Nor in my judgment is it so much from a want of diligence, as of skill in the Instructors,

tors, that far the greatest part of their learners wholly miscarry. A fourth part of the pains, that is usually employed, both by the master and his scholar, would under good conduct turn out infinitely to the advantage of the latter, even before the time he is to go to business. And sure, my LORD, there must be some great Unhappiness in the whole œconomy of a classick school, or it would not be necessary for a boy to drudge in it early and late for twelve, thirteen, and often fourteen years, merely to acquire the Latin and greek languages, and after all, to be so imperfect, as very seldom to succeed in the study without farther assistance. If the task be really so hard, one scruples not to join with some very eminent writers, and condemn it as a ridiculous piece of education for a gentleman, or any other person, who is not to get his bread from it. Not that we are to apprehend their censure, as some do, who conclude that those great men absolutely disapproved of classick learn-

ing for our youth. 'Tis far otherwise. They were too sensible of the value of it, and even saw very plain, that under good conduct a boy might be made a compleat master of the classicks, and in the mean time perfect himself in those other branches of a liberal education, which they lament the want of, and cannot bear to see sacrificed to what in point of value can admit of no comparison with them. For if one or other must be discarded, let it in their opinion be the languages; and who can hesitate a moment in so clear a matter.

In the opinion of very judicious writers we are then reduced to this dilemma, either to strike classick learning out of the education of a gentleman, or render the attainment of it more easy and certain in our schools. The first one cannot consent to, but with great reluctance. Let us then make one experiment in favour of this dying cause. If it succeeds, the acquisition will be invaluable.

luable. In hopes of it comes this address to your Grace, nor do I imagine, that it will stand in need of an apology. For whither can learning so naturally fly for support and protection, as to you, my LORD, who are at the head of the church? and as it is a publick concern, no body doubts of its obtaining a patronage, that has never been denied to any thing, that is a real interest of society. As to the manner of carrying this important affair into execution, with all safety one might refer it to the wisdom and prudence of your Grace; nor should I presume to offer the following scheme, but that it seems likely enough to answer the purpose, and, what is no small recommendation of it, will least of all break in upon the other great cares of an exalted station.

In my apprehension, your Grace may with ease make the improvements, that are necessary for our Grammar schools, unless we will in a great measure drop this part of our education.

education. It will be done in an effectual manner by making choice of some of the best classick scholars, and engaging these, or a committee of them, to meet at least once a month, and consult together, in order to find out the best means of teaching the languages, both in point of ease and expedition, and as soon as these gentlemen have come to a resolution, by obliging every master in the kingdom to teach only after the model which they shall have prescribed. That they may be enabled to execute their trust in the most perfect manner, let there be a publick invitation to all men of letters, to give their utmost assistance in so useful an undertaking. And were there a society of this kind once established, there would soon appear a great number of refinements upon our Grammar learning, that would never have been suspected by those, that are daily drudging at it, and which would otherwise be lost to the publick. For few there are, who will put themselves to the trouble, or

run the risque of publishing a whole Grammar, that might now throw great light into some parts of it, which stood in great need of their assistance. A great variety of Latin, and some few Greek Grammars have in this century been published, all of them, I believe, by school-masters, but their labours have been so little satisfactory, that they convince one more strongly of the necessity there is for a farther reform, and, instead of turning to any good account, do but occasion all the distractions, and ill effects that are daily experienced from such various manners of teaching.

Your Grace may perhaps think it adviseable not to invite any school-masters into the society, I mean, such as are actually in the practice of teaching; for this would be apt to raise a jealousy in the rest, and deprive us of their assistance in this useful work. Nor can this scheme be well carried into execution without a fund to support it. A secretary becomes absolutely

absolutely necessary, whose business will be to keep an exact register of all the transactions of the society, to take copies of such papers, as shall be thought proper at every meeting, and to do whatever usually falls to the lot of persons, that are in such an office. At certain hours he must also give daily attendance, to receive every thing, that shall be addressed to the society, to gratify the curiosity of every person, that shall enquire into their proceedings, and to submit to every one's perusal all papers and proposals, that have been already presented to the society. This person then must have a salary ; but as the affair may be so managed, that it will be the whole expence, excepting paper and a few other trifling charges, there can be no difficulty in raising money to maintain it. I would venture to insure a sufficient sum from my own acquaintance.

What one must at least wish for at the hands of this society is a thorough

rough revisal, first, of our Latin, next of our Greek Grammar, in order to give us a new one of each kind, that shall be as perfect as they can make it; unless it be thought best to begin with an English one, but of this hereafter. And this performance will certainly fall short of the perfection, that is to be aimed at, and by no means prove a remedy in general for the evils complained of, unless great care be taken to define and explain every thing in words the most familiar, easy, and best adapted to the weak apprehension of most scholars; and also to point out to the master in notes such other illustrations as may be, should a definition fail, likely enough to make him conceive, what you want to inculcate. In the art of adapting their instructions to a learner's capacity, masters will be sometimes found very deficient, and depend upon it, that if a boy does not comprehend, what he is about, he will be soon very sick of, and of course negligent in his business. A

want of this is assuredly the reason, that so little progress is usually made in the languages by the generality of learners. Moreover, let there be chalked out a plain rule, by which the master is to conduct himself in teaching ; it will certainly be of singular advantage to those, who may not be judicious enough to make choice of a good method, or too indolent to employ much thought about it. “ But why so much tenderness for those masters, that seem to assume a province, which they are no way qualified for ? ” It is not for theirs, but for the sake of others, who may be unfortunate enough to fall into their hands. “ Let Parents then take more care in the choice of masters ”. This is, methinks, a little too severe. There are but a few fathers, that can judge of the abilities of a master, or see into his conduct, and one is in great danger of being mislead by those, whom there was the least reason to suspect. In an Englishman there is a wild sort of

of good nature, that will serve one friend at the expence of another. This foible often makes men recommend a master for the sake of acquaintance, or out of some charitable motive, without considering whether reason could approve the choice, and without the least attention to the mischiefs, that from such rash kindness may fall upon persons, whom they wish well to. As these unguarded acts of friendship are very frequent, one would prevent, as much as possible, the ill consequences, that flow from them. Nay it would be fortunate, if the directions for teaching were so very explicit, that a father, who has not quite lost his Latin, might see whether justice be done to his child. For if there appears any negligence, a removal to another master will not be attended with the great inconveniences, which we now experience.

From the slightest perusal of the common Latin Grammar, notwithstanding

standing it has been of late \* very much improved, one must needs perceive that it still wants a thorough reform in the definitions and explications of the several parts of speech, and their accidents. Some of these are insufficient, most of them are unhappily expressed, and all perhaps capable of being amended. And why a scholar must be obliged to learn these and his Grammar rules, first in English, and then in Latin, the language, which they are to instruct him in, seems altogether mysterious. Without question it lays upon him an unnecessary load, at a time that he has more upon him, than he is able to sustain. In teaching the main thing to be sought after is the ease of the learner, and a speedy attainment of

\* We are certainly in debt to its last editor Dr. *Ward*, professor of Gresham college, for many valuable improvements of this Grammar. I am sorry that this learned gentleman should think of patching up another's performance, and not rather give us one of his own. He did it perhaps to oblige the proprietors, whose ends were best served in that way.

the science; for has a boy leisure enough, there are many other accomplishments, which he ought to acquire in his younger years, and which are in general too much neglected from his being so wholly and so long taken up with Latin and Greek. In both these instances the new Grammars are to be preferred, I mean, all that do not load us with the double burden.

In regard to the declensions of Substantives, notwithstanding there may be no single Grammar, that is stored with all necessaries, our new work will be easily finished by a judicious choice of examples from the whole collection, and the scattered remarks of Criticks and Grammarians. The same observation will hold good in respect of the Adjectives, and no farther notice shall be taken of them. But the society may find perhaps that the Pronouns will merit their attention, and be capable of reaping much advantage from their care. However I pass them by, and hasten to defects

that

that are found in all our Grammars, and are of the utmost consequence. Of these many masters and Grammarians seem not to be aware, or take not the least notice of, because they are at a loss how to get over the difficulty. And yet so necessary a thing is it to attain such knowledge, that a neglect of it must render the study of the language very imperfect and unsatisfactory even to one's self.

That there should be found many defects in the Moods and Tenses of *Lilly's Grammar* is not much to be wondered at, when we consider the state of learning, at the time it was made, and how hasty a composition it was. For this part we are indebted to Dean *Collet*, who drew it up for the use of the school that he had himself founded at St. *Paul's*. And in his days few classick authors were read even by the best scholars; their studies were confined to modern writers in Latin, and wretched ones too: Hence one could not hope for a performance

formance very exact, but it is amazing, that the Latin language should have been ever since universally studied, and daily the exercise of Criticks, and yet these remain much in the same state that he left them. It certainly is a great compliment to the Dean, tho' it does not much honour to succeeding times.

In the review, which I intend to make, of the Moods and Tenses, no notice will be taken of many little inaccuracies, that occur in all the Grammars, and that also require correction; for there are too many things of consequence to employ a pen, that is upon this subject. It looks, as if Grammarians understood not the Imperfect Tense of the Indicative Mood, while they render it into English.

Amabam, *I loved*, or *I did love*. &c.

Docebam, *I taught*, or *I did teach*, &c.

For neither interpretation gives the least notion of this Latin Tense. They

are

are both expressive of perfect time. In our language we cannot form it all without the help of a Participle, and to this we seem to have contracted some dislike, and therefore often use a Periphrasis for the sake of elegance, or else, which is most common, one makes use of the Perfect Tense, adding sometimes, not always, such words, as will shew that we speak in Imperfect time. Since then we commonly render amabam, *I loved*, and are obliged also to render the Perfect Tense, amavi, *I loved*, twenty times for once that it is to be *I have loved*, notwithstanding the latter interpretation is alone put down in our Grammars; hence arises a perplexity, not easy for an English scholar to get out of. In writing Latin he is at a loss to determine whether Tense to employ. In his Grammar he finds nothing to direct him, and if his master be able, it is certain, that he very seldom does relieve his distress. It is in general left to his choice to use whether of the

the two he pleases to take, which is a strange direction: for so distinct in their nature are these two Tenses from each other, that when either of them can, the other cannot be employed, but with the utmost impropriety. One is tempted to suspect, that several eminent school-masters have not had very distinct notions of this Tense, or they would not in their English Exercises require a scholar to make use of it, when the English words lead him another way. And besides, there are numberless passages selected by them out of classick writers, where the verb is found to be in the Imperfect Tense, and the words are so translated, that if the version of a person, who is to turn them back into Latin, should agree with the original, it is by a happy chance. And it is certain, that all our best Criticks, Grammarians, and writers of Latin frequently split upon this rock. For want of understanding the Latin Imperfect Tense, we often find one sentence split into two, nay sometimes a

chapter beginning in the middle of a sentence, and in general the Perfect and Imperfect Tenses are used so promiscuously, as to deform their writings, and convince an attentive reader, that their choice of one or the other has been determined more for the sake of the harmony, and turn of a period, than propriety of Language.

But let our Latin writers be ever so much guilty of these mistakes, the Germans are still more so; and no wonder, since they have not an Imperfect Tense in their language. Observing their grosser abuse of it, gave me a suspicion, that like us they seldom cared to use it, and it raised my curiosity to look into their Grammars, where I found them to be in worse circumstances. For notwithstanding this Tense is there formally put down, they really have it not. This remark has been confirmed to me by Natives and men of letters, and indeed I should not otherwise have presumed to

to offer it, for want of a sufficient skill in the language. The French, Italian, and Spanish writers are happy in this respect, and guilty of no such mistakes; and it is because they have an Imperfect Tense that is exactly the same with that of the Latins. It may be said then, that such English or Germans as understand French cannot be at a loss in this case. Yes equally, for they understand as little how to distinguish the same Tenses in French as in Latin. When, for instance, they are to translate,

*I carried*, Je portois, or Je portai, &c.

*I had*, J'avois, or J'eus, &c.

*I was*, J'étois, or Je fus, &c.

The same observations will hold good in respect of the Imperfect Tense of the Subjunctive Mood, which seems to be little better understood.

The mention of this Mood puts me in mind, that it will merit the particular care of our society. That

the learner may apprehend the nature and use of it, there is certainly need of better instruction, than is usually given to him, or can, I think, be found among the Grammarians. I wish therefore to have this point thoroughly sifted; for it is high time to leave the absurd rules of our Syntax that order us to render a Verb Subjunctive, because of this or that Conjunction preceding it. Such a scheme is hardly less ridiculous, than a late witty writer's Machine for making of verses. It would carry me out too far to remark all the instances of confusion in the Tenses of this Mood, and other inaccuracies, that occur in the rest of the Moods of the Active Voice. Nor is there great necessity for it, as the Grammarians have pretty well weathered all those points, if we except the Gerunds and Supines. Let us then proceed to the Passive Voice, which will afford us matter of great astonishment to find it still in so much disorder.

There

There are two things yoked together in the Perfect and Pluperfect Tenses of the Indicative, Subjunctive and Infinitive Moods, that are no ways a kin to each other, and are expressive of very distinct Times. Classick writers have not been read with due attention by those who make *Amatus sum*, the Perfect Tense, and *Amatus eram*, the Pluperfect of the Indicative Mood; or *Amatus sim*, and *Amatus essem*, the like of the Subjunctive; or lastly, *Amatum esse*, to be the Preterperfect of the Infinitive. Modern writers have been injudicious enough to do so, but let them answer for it. And notwithstanding *Amatus fui* is alone rendered *I have been loved*, it is for the most part, *I was loved*. But then how to distinguish it from the Imperfect Tense? Here the English writers of Latin are visibly under the greatest perplexity, and guilty of more mistakes, than they have been already charged with in a like case. But it is

is less to be wondered at, because we have no way of speaking in use, that can express the Imperfect Tenses of the Passive Voice. The Germans are in the same unlucky situation, and therefore use the two Tenses at random. But it is otherwise with the native French, Italian and Spanish authors, who can be under no difficulty, as may be seen by the scheme below.

#### Imperfect Tense Passive,

French, J'étois aimé	}	Lat, amabar, <i>I was loved,</i>
Ital. Jo ero amato		
Span. Yo éra amado		

&amp;c.

#### Perfect Tense Passive.

French, Je fus aimé	}	Lat. amatus fui, <i>I was</i>
Ital. Jo fui amato		
Span. Yo fui amado		

&amp;c.

Nor does it appear, that the German and English Writers, who were acquainted with these modern Languages, have been in less perplexity ; and it is not much to be wondered at ; for the difficulty is the same in those, as in the Latin ; and if their Instructor should

should have attempted to be their guide, it is great odds, that he would have launched out of his depth.

It has been objected by some very learned and judicious friends, that the Latin and Greek Tenses admit of so many nice distinctions, that it is in vain to think of making boys sensible of 'em ; but upon examination, the notion was always grounded upon some subtle Philosophick dissertations upon the Tenses, that have casually dropped from the pen of certain eminent writers, and which have been too easily received upon the authority of those great men. I refer particularly to those of Dr. *Clarke*, in his notes upon *Homer*. But all their subtleties will vanish upon a nearer view. It is unhappy for such a scheme, that the Doctor produces not one Example for an illustration of it, but where there is a visible Ellipse of the same Verb in another Tense, which the author omitted for the sake of conciseness and elegance.

This

This great writer had too much penetration to take up with the vulgar solution of such difficulties, that the Poets distressed by their measure exchange one Tense for another. A strange piece of Criticism! It is a warrant for nonsense, and can have nothing to support it here, since the most sagacious and elegant Prose writers, who laboured under no such restraint, are often found to express themselves in the same way.

Whether the foregoing hints may be sufficient to evince the necessity of making a new Latin Grammar, is uncertain; however I shall only add in respect of the manner of teaching the language, that our Syntax does not appear to answer the purposes, for which it was calculated. To say nothing of its Rules being in Latin, which lays without question an unnecessary load upon the learner, the Rules are themselves in the general an uncertain guide, and some are without

out foundation. Nor will our English Exercises, that were contrived to make up the deficiency, do it so effectually, as it were to be wished. Some disting'hd writers have been bold enough to insist, that no youth was ever taught to write Latin tolerably by such means, and therefore recommend double Translations. But these gentlemen seem not to be aware, that a learner demands a great deal of preparation, or he will be too much distracted by such a proceeding, and by no means reap the benefit of this useful exercise, unless he prove a boy of uncommon attention. To prepare him therefore for this, and more fully to answer the views of the old Syntax, I should propose to the Society a new one. It will be much larger, than the former, and have all its examples taken out of the best Prose writers; and as they will stand in English on the opposite Page, it may be so used, as both to save a boy the plague of his English Exercises, and sufficiently prepare him for the reading of some Roman Author. Experience convinces

me, that a learner by such a step will make far greater progress, than he now does in the same time, and perform his business with ease and pleasure.

After all, certain it is, that our youth principally miscarry in Latin Schools, for want of a sufficient knowledge of their own language; nor will they succeed to our wishes, till they are introduced into Latin by an English Grammar. This too must be of a very different complexion from any that have yet appeared. In his own language a boy should first learn to distinguish the several parts of Speech, and be fully instructed in the nature and qualities of each of them, together with all their accidental circumstances even of concord and government. Before he enters upon Latin one would wish him an insight into as many particulars of Grammar, as can possibly be illustrated in the English Language. And in this Science he may be made a greater adept, then perhaps many persons are aware of, but I am confident, that none but those,

those, who have made the experiment will believe, with what ease and expedition a boy proceeds in his Latin after such a preparation. Should the society, for the establishment of which comes this petition to your Grace, prove to be of the same opinion, a Grammat of this kind is at their Service, in hopes that it will receive much improvement at their hands. Nor is it a young beginner, that alone stands in need of such an help, boys, that have gone through a school with reputation, in turning English into Latin, find themselves perplexed by the frequent Ellipses they meet with, the great number of our Auxiliar Verbs, and those Defectives, that have but one single word, and yet are of several Tenses, and sometimes both of the Indicative and Subjunctive Moods. And such a work will be of singular advantage to foreigners, who now study our language in every quarter of the world, but complain of insuperable difficulties.

But the care of this learned society should not rest here. Our Greek Grammar merits their utmost attention. It labours under all the defects, that have been ascribed to the Latin one, and infinitely more. In every part of it much is required for the information as well as ease of the learner. Barely to point out its imperfections would consume more time and paper, than I am dispos'd to allow, as the mere projector of a scheme, that may not be thought to deserve encouragement. Nor does there seem to be a want of information in this matter. Scholars lament their ignorance of many things, that must be understood before they can relish the study of this language, and no wonder that it is so generally neglected after a youth goes to the university. It is indeed usual in every school to require Greek Exercises, and yet it is to be feared that the generality of masters are unprepared for the task. At least one does not find, that they have ever acquainted the Scholar with the nature of the Moods and Tenses,  
without

without a distinct knowledge of which every thing must be done at random. There is strong suspicion that they have been too much discouraged in the study of this part of the Greek Language by certain Criticks, whose authority they stood in awe of, and yet could gain no satisfaction at their hands. Indeed those learned men have not ventured to apply their subtil remarks ; this would have shewn them in a true light.

For want of understanding the Greek Tenses, our Grammar writers seem to have committed many mistakes in the irregular and defective Verbs, and if a scheme, that will be laid before the society for its approbation, should not prove satisfactory, it may be a means of producing one, that will be so ; and are not some farther helps provided for the use of schools, we must not expect our youth to succeed in the study of Greek but under a very few masters. Moreover, a Greek Syntax drawn up in the same form, as the Latin one above mentioned

tioned may be perhaps approved of by the society, and if it be, there is one also at their service.

I cannot prevail with myself to say more at present. But if the proposal be likely to take effect, so much have I at heart an uniform method of teaching the languages, and the easiest that can be contrived, that I shall chearfully resume the subject, and suggest all the improvements, that seem wanting in the Greek Grammar. Indeed we are much interested in the success of our Latin schools; it would render our duty more easy and comfortable. And for the sake of those, that are designed for the gown, I shall also endeavour at a reform of the Hebrew Grammar, which stands much in need of it; for the *Talmudick* Jews seem not to have studied their language critically, and we are not fortunate enough to have the writings of the *Caraites*.

*I am, &c.*

